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ABSTRACT

A study was done of salary determinants for academic librarians in light of the increasing trend to include academic and librarian faculty in joint bargaining units for compensation. The study analyzed position, gender, faculty status, rank, tenure, experience, and academic preparation as salary determinants for 469 librarians at 25 state colleges and univerisities. The main findings of the study were that higher librarian salaries were associated with completion of an advanced degree, attainment of an administrative position, and longer years of service. For librarians employed at university institutions, faculty status and rank were of more influence on salaries than for those working at the state colleges. Faculty librarians earned significantly less than academic faculty at the same rank. These findings prompted recommendations for benchmarking librarian salaries, and for treating most librarians as members of a single discipline. Included are 1 figure, 4 tables, and 21 references. (JB)

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Academic and Librarian Faculty: Birds of a Different Feather in Compensation Policy?

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ABSTRACT

Compensation processes for academic and librarian faculty are often managed separately because of differences in work roles and contract length. Increasingly, academic and librarian faculty find themselves in joint bargaining units for compensation. This raises methodological issues concerning benchmarks for compensation, and policy issues concerning faculty status. This paper reports the results of a 1991 study of 27 academic libraries and analyzes position, gender, faculty status, rank, tenure, experience, and academic preparation as salary determinants for librarians. The main findings of the study were that higher librarian salaries were associated with completion of an advanced degree, attainment of an administrative position, and longer years of service. For librarians employed at University institutions, faculty status and rank were of more influence on salaries than for those working at the State Colleges. Faculty librarians also earned significantly less that academic faculty at the same rank. Recommendations offered for benchmarking librarian salaries were to present comparisons for similar types of institutions, to include information on faculty attributes and credentials, and to treat most librarians as members of a single discipline. Comparisons can then be made to other librarians, not to academic faculty. Currently available national data on librarian salaries presented by professional associations are not adequate for use in benchmarking because they do not include information on prior education and faculty status.

Academic and Librarian Faculty: Birds of a Different Feather in Compensation Policy?

Professional librarians often hold faculty status at academic institutions, yet differ from traditional faculty in important ways. Instructional roles for librarians do not usually take place in a classroom setting or involve "socialization" in addition to the formal transmission of information. Expectations for research, scholarship, or other creative activity vary more for librarians than for traditional academic faculty. Even when research is a criterion for advancement, few library faculty members are given official release time to conduct research or scholarship. Criteria for tenure often differ for librarian versus academic faculty. The day-to-day work environment of the librarian with faculty status is likely to be more structured in terms of time and duties than that of an academic faculty member. Most librarians work on a 12 month rather than a 9 month contract. To further complicate the meaning of faculty status with respect to librarians, in any given library, some individuals performing professional librarian roles will hold faculty status, while others will not. So, librarians can be viewed as holding a status which though labelled as "faculty" also has many of the attributes of a professional staff position.

ISSUES

In recent years, librarians themselves have questioned the appropriateness and value of faculty status as a professional model for librarians (Arlen and Santizo, 1990; Werrell and Sullivan, 1987). Nearly 80% of all librarians in academic institutions held faculty status by the early 1980's (Depew, 1983). Yet, there was substantial institutional variation in the definition and operationalization of that status nationally in terms of type of appointment, type of rank, benefits and privileges, and performance criteria (English, 1983).

The inclusion of librarians in collective bargaining units with academic faculty has raised compensation and methodological issues concerning the faculty status of librarians. There are four key issues. First, what are appropriate benchmarks for librarian salaries? The setting of benchmarks for librarian faculty is an important issue in collective bargaining. Both the definition of appropriate internal and external reference groups and the availability of comparative data are problems. Second, should the same benchmarks be used for academic and librarian faculty members? If compensation practice is to allocate dollars based on rank and time in service, should librarians with the same rank as academic faculty receive equivalent compensation? Academic faculty are

usually compensated at higher levels than librarian faculty. Third, what is the equivalent of "discipline" for librarians? If faculty disciplines are rewarded differentially, what about library specialties? In developing bargaining models for academic faculty salaries, many institutions rely upon peer data to set benchmarks for salaries by rank and discipline. Librarian faculty can be categorized by rank, but there is no easy correlate to the concept of discipline. Should librarianship be treated as a single discipline or as a field with numerous specialty areas? Fourth, how should differences in terms of appointment be managed in setting salary goals? Librarian contracts are generally based on 12 months, not the 9 month academic calendar. Should a conversion be made, or should librarians only be compared to nonteaching faculty or those on fiscal year appointments?

FOCUS OF PAPER

Development of a strategy or approach to fair treatment of librarians under collective bargaining depends partly upon a clear understanding of the factors which influence librarian salaries in the larger market. After review of existing data resources, a decision was made to collect information on the salaries of librarians at comparators for the two types of institutions being represented in collective bargaining processes: a comprehensive college and a doctoral university. This decision was consistent with the approach taken to defining bargaining positions on salary levels for other faculty members.

This paper reports the results of a survey of 27 academic libraries undertaken in June, 1991. In addition to the peer institutions, the survey included two other regional landgrant institutions in New England. This was done because recruiting of librarians often occurs on a regional rather than a national basis. (Analyses related to the regional data are not presented in this paper.)

LITERATURE REVIEW/CURRENT STUDIES

Salary surveys which focus on or include librarians are conducted annually by the College and University Personnel Association (1991), The American Library Association (1991), The Association of College and Research Libraries (1990) and the Association of Research Libraries (1990). In each of these surveys, basic factors like functional role, gender, geographic location, type of institution, and years of service are used to summarize the data. The ALA survey includes both public and academic libraries. None of the standard national surveys sponsored by the main associations for librarians

includes either faculty status or rank as analytic variables. One study of librarians at Clemson University and fourteen randomly selected institutions (Meyer, 1990) was found reporting information on faculty status. In this study, faculty status, rank, and tenure were predictive of higher salaries for librarians. Other factors noted in this study as important to salary were supervisory roles, size of institution, age, and work in main compared to branch libraries (Meyer, 1990). Gender has been found to have an effect on salary even when other key variables have been controlled (Dowell, 1988; Pyatt, 1989).

METHOD

A survey was designed in cooperation with the library directors of the institutions in the University System of New Hampshire for use in collecting information from a standard set of comparator institutions used for the University of New Hampshire and for the State Colleges (Keene State College and Plymouth State College). These comparator institutions had been previously selected on the basis of similarities in institutional classification, enrollment levels, admissions selectivity, research mission, rural/urban location, types of academic programs, and types of degrees offered. All comparators are public sector institutions. There were two formal groups of comparators used for this study: University comparators (12 institutions) and State College comparators (13 institutions). The State College comparators best fit the Carnegie classification of "Comprehensives" and had average Fall 1988 FTE enrollments of just over 3,000 students. The University comparators fell under the categories of Doctoral or Research institutions and averaged over 11,000 FTE enrollments in Fall 1988.

The survey instrument requested information on each professional librarian employed by the institution. "Professional" librarians were defined consistent with American Library Association standards as stated in Policy 54.1, Sections 8 and 9:

> Section 8. The title "Librarian" carries with it the connotation of 'professional' in the sense that professional tasks are those which require a special background and education on the basis of which library needs are identified, problems are analyzed, goals are set, and original and creative solutions are formulated for them, integrating theory into practice, and planning, organizing, communicating, and administering successful programs of service to users of the library's materials and services. In defining services to users, the professional person recognizes potential

users as well as current ones, and designs services which will reach all who could benefit from them.

Section 9. The title "Librarian" therefore should be used only to designate positions in libraries which utilize the qualifications and impose the responsibilities suggested above. Positions which are primarily devoted to the routine application of established rules and techniques, however useful and essential to the effective operation of a library's ongoing services, should not carry the word 'Librarian' in the job title.

The information requested in the survey included: Position type (administrator or general), position category (ie, director, associate director, etc.), title, inclusion in a collective bargaining unit, faculty status, faculty rank, tenure status, gender, highest academic degree, length of contract, functional role area, salary on a 12 month basis, and years of service in current or similar position. Additional questions were asked concerning eligibility of faculty librarians for promotion and tenure, criteria for promotion and tenure, differences in salary level or contract year compared to other faculty, and policies related to compensation for summer work.

SURVEY RESPONSE

Almost 90% of the University and State College institutions surveyed completed a response (22/25) by June, 1991. The respondents included 92% of the State College institutions and 83% of the University comparators. Data were added for the University of New Hampshire, Keene State College, and Plymouth State College to make a total of 25 institutions reported in this study. The responding institutions are shown in Table 1.

The institutions provided data on 469 professional librarians. Of these, 140 were from the State College comparators, and 329 were from University comparators.

Some generalities can be made about the librarians and institutions in the study. Over 40% of the librarians were in administrative roles while just under 60% held staff roles. The most frequent staff roles were in reference (38%) and cataloging (18%). Over 80% of all the librarians held faculty status. Over 85% of the faculty librarians held rank and over 95% were eligible for tenure. Roughly half of those eligible had been granted tenure. The great majority of librarians at State College comparators held faculty status (89%) and tenure (74%). At University comparators, over 75% had faculty status, but less than 40% held tenure. Administrators were more likely to have faculty status, advanced

rank, and tenure than staff librarians. Over 92% of the professional librarians held a bachelors or masters degree, usually the MLS. Less than 8% held a doctorate.

Roughly 85% of the librarians worked on a 12 month contract year basis. Seven percent had multiyear contracts based on a 12 month work schedule. Only 6% worked on a 9 month academic year contract. Just over half of the librarians had 7 or fewer years of experience in their area of work, while under 20% had 20 or more years of experience.

Table 1. Respondents to the 1991 Survey of Librarian Salaries

State College Comparators	University Comparators
Appalachian State U	Miami U of Ohio
Bemidji State U	Mississippi State U
Eastern Connecticut State U	SUNY, Binghamton
Fitchburg State U	U California, Santa Cruz
Frostburg State U	U of Colorado, Boulder
Keene State College	U of Delaware
Mary Washington College	U of Maine, Orono
Plymouth State College	U of New Hampshire
Shippensburg State U	U of Oregon
Southern Oregon State Col.	U of Rhode Island
SUNY, Potsdam	U of Vermont
University of Montevallo	
U of Tennessee, Martin	
U of Wisconsin, Stevens Pt	

Nearly two-thirds of all the professional librarians were women. Collective bargaining units were in place at seven of the responding institutions, representing just under 25% of the librarians in the study.

RESULTS

Salaries of librarians were thought to be affected by a variety of factors, including type of institution, type of position, faculty rank, tenure status, degree credentials, gender, and years of service. There was also interest in exploring whether or not there were

differences between institutions represented by collective bargaining units compared to those which were not.

Description of Path Model

In order to estimate the contributions of the above factors to librarian salaries in a controlled environment, a path model was estimated. The model (shown in Figure 1) predicted salary as a function of five exogenous factors (gender, years of service in position, a masters degree as highest degree, a doctoral degree as highest degree, and representation by a collective bargaining unit) and three intervening factors (faculty rank, faculty tenure, and administrative status). The model was estimated using multiple regression to specify both the direct and indirect effects of the factors on salary (Alwin and Hauser, 1974).

The model was run separately for State College and University librarians. This was done for two reasons. The first reason was to minimize effects on salary due to the type of institution employing the librarians. Since State Colleges engage less in research than do Universities, the definition and requirements for faculty status, rank, and tenure could differ in each type of institution. If requirements were different, then rewards, in the form of salary, might also be different. The second reason was to investigate whether or not there was segmentation in the academic library market (Van House, 1987) based on type of institution. Early examination of the data suggested that there may be differences in the meaning of some of the factors based on type of institution. Tenure, for instance, was much more commonly granted at the State Colleges in the sample than at the Universities.

The number of cases in each specialty area for staff librarians in the sample was too small for inclusion in the model. Instead, librarians were grouped into two categories - administrators and staff. Administrative librarians held positions as directors, branch heads, and department heads. Those in either assistant or associate administrative roles were also included. Staff roles were defined as librarians in acquisitions, automation, bibliographic instruction, cataloging, circulation, collection development, documents, interlibrary loan, public services, reference, serials, special collections, and technical services. Examination of the results of a national survey in 1990 (Association of Research Libraries, 1990) indicated that there was some differentiation of salaries among department heads by specialty area, with higher salaries for automation and special collections and lower salaries for circulation. It is unclear whether this differentiation is due to greater valuation of the specialty or to other uncontrolled factors (for example,

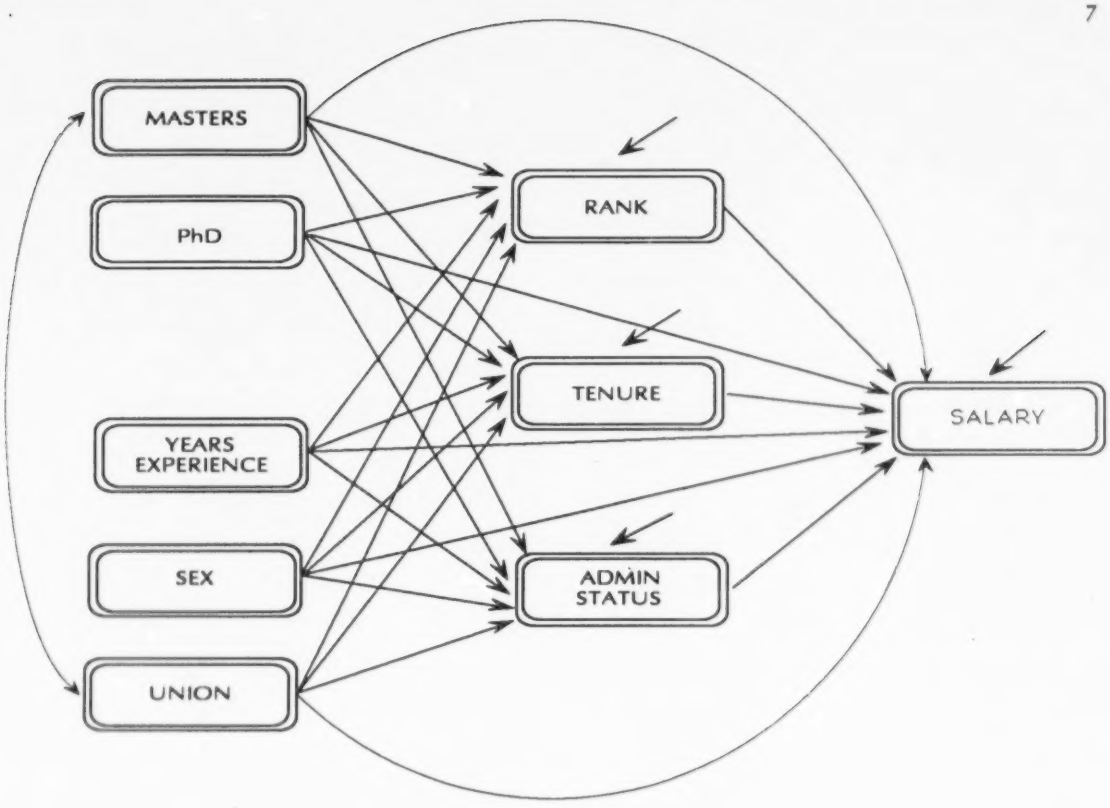

FIG.1. Path model for predicting librarian salaries.

length of service or academic preparation). In the case of automation librarians, the higher salaries might be due to competition (in a non-library market) for skilled computer professionals.

The model was run for all cases which did not include any missing data. For the Universities, the number of complete cases was 179, while there were 110 complete cases for the State Colleges. For inclusion in the model, several variables were converted to dummy variables: gender (1=male, 0=female), unionization (1=collective bargaining, 0=no union), tenure (1=tenured, 0=not tenured or not eligible), highest degree of masters (1=highest, 0=not highest), highest degree of doctorate (1=highest, 0=not highest),and type of work (1=administrative, 0=staff). Rank was treated as an ordinal scale (4=full professor, 3=associate professor, 2=assistant professor, 1=instructor or below, and 0=no rank). Years of service in the position (or a similar position) and salary were interval level data.

Table 2 presents means and standard deviations for the variables in the University and State College models, while Table 3 contains correlation matrices for both models. Table 4 shows the decomposition of effects on salary, p values, R^2, and diagnostic statistics for the University and State College models.

TABLE 2. Means, Standard Deviations, and Number of Observations for Variables in the Path Models

Variable	University Mean	University Std. Dev.	University N	State College Mean	State College Std. Dev.	State College N
Masters	0.91	0.29	179	0.92	0.28	110
PhD	0.09	0.29	179	0.06	0.25	110
Years	8.87	8.30	179	11.88	8.46	110
Sex	0.36	0.48	179	0.35	0.48	110
Union	0.26	0.44	179	0.12	0.32	110
Rank	2.02	1.12	179	1.83	1.27	110
Tenure	0.26	0.44	179	0.66	0.47	110
Type	0.40	0.49	179	0.47	0.50	110
Salary	$37,411	$12,180	179	$37,824	$8,935	110

Notes:

Sex is a dummy variable: 1=Male 0=Female
Union is a dummy variable: 1=Unionized 0=Non-unionized
Rank is an ordered variable: 0= No rank
1= Instructor or Below
2= Assistant Professor
3= Associate professor
4= Full Professor
Tenure is a dummy variable: 1=Tenured 0=Non-tenured
Type is a dummy variable: 1=Administrative 0=General staff

TABLE 3. Correlation Matrices for Path Model for Universities and State Colleges

University

	Masters	PhD	Years	Sex	Union	Rank	Tenure	Type	Salary
Masters	1								
PhD	* -0.967	1							
Years	0.002	-0.085	1						
Sex	* -0.231	* 0.252	0.059	1					
Union	-0.028	-0.005	0.096	0.034	1				
Rank	-0.113	0.099	* 0.325	0.089	-0.127	1			
Tenure	-0.028	-0.005	* 0.558	0.114	* 0.210	* 0.516	1		
Type	-0.088	0.106	0.038	-0.090	0.124	0.158	0.177	1	
Salary	-0.122	0.107	* 0.357	0.046	0.080	* 0.523	* 0.477	* 0.497	1

State College

	Masters	PhD	Years	Sex	Union	Rank	Tenure	Type	Salary
Masters	1								
PhD	* -0.873	1							
Years	0.063	-0.089	1						
Sex	* -0.271	* 0.281	0.008	1					
Union	-0.096	0.020	0.156	-0.029	1				
Rank	0.064	-0.023	* 0.392	0.009	0.095	1			
Tenure	-0.002	0.028	* 0.490	-0.009	0.022	* 0.283	1		
Type	0.083	-0.023	0.087	0.078	-0.065	0.144	0.096	1	
Salary	-0.194	* 0.315	* 0.388	* 0.261	0.142	0.214	0.157	* 0.333	1

Note: Coefficients significant at the .01 level of probability are marked by an asterisk.

TABLE 4. Decomposition of Effects on Salary for University and State College Models

University

	Indirect Effects on Salary via:			Direct Effects on:				Total
Variable	Rank	Tenure	Type	Rank	Tenure	Type	Salary	Effect
Masters	6212	-188	3590	* 1.59	-0.06	* 0.36	* 21353	30980
PhD	8048	-63	6084	* 2.06	-0.02	* 0.61	* 23231	37280
Years	195	94	0	* 0.05	* 0.03	0.00	* 311	637
Sex	352	188	-1396	0.09	0.06	-0.14	286	-583
Union	-1485	469	1396	* -0.38	0.15	0.14	1490	1936
Rank							* 3907	3907
Tenure							3126	3126
Type							* 9973	9973
R-Squared				0.80	0.51	0.43	0.95	
F value				*139.78	*36.26	*26.07	*417.2	
$\chi 2$				*36.92	23.77	11.53	29.75	

State College

	Indirect Effects on Salary via:			Direct Effects on:				Total
Variable	Rank	Tenure	Type	Rank	Tenure	Type	Salary	Effect
Masters	139	-522	1975	* 1.12	* 0.33	* 0.40	* 28279	29874
PhD	140	-775	1531	1.13	* 0.49	0.31	* 39209	40117
Years	7	-47	49	* 0.06	* 0.03	0.01	* 483	471
Sex	4	47	494	0.03	-0.03	0.10	3696	4214
Union	26	95	444	0.21	-0.06	-0.09	4662	4338
Rank							124	124
Tenure							-1581	-1581
Type							* 4938	4938
R-Squared				0.73	0.75	0.49	0.97	
Overall F				*56.88	*62.37	*20.33	*372.28	
$\chi 2$				23.12	*37.85	11.32	29.01	

Note: Coefficients significant at the .01 level of probability are marked by an asterisk.

Salary Determinants for State College and University Librarians

The path model explained nearly all of the variance in University (95%) and in State College (97%) salaries. However, the factors influencing salary levels were different for Universities and State Colleges.

For University librarians, holding an advanced degree such as the PhD (β=23231, $p<.01$) or masters (β=21353, $p<.01$) was the best predictor of salaries. Other significant factors included attainment of an administrative position (β=9973, $p<.01$), faculty rank (β=3907, $p<.01$), and years of service in the position (β=311, $p<.01$). An advanced degree was also a significant predictor of attainment of administrative positions and higher rank. Just over 30% of the total effects of a masters degree and nearly 40% of a doctoral degree on salary were mediated by administrative position and rank. Years of service had a significant direct effect on salary ; over 30% of its total effect was mediated through rank and tenure. Tenure had a positive but insignificant effect on salary. Participation in unions had a significant negative relationship to advanced rank (β= −.38, $p<.01$) and had no significant effects on salary. Gender was not a significant factor in explaining rank, tenure, administrative positions, or salary. It should be noted, however, that men were much more likely to hold a doctoral degree than women (r=.25 for doctorate, $p<.01$).

For State College librarians, the most important factors in determining salaries were the presence of a doctorate (β=39209, $p<.01$) or masters (β=28279, $p<.01$), attainment of an administrative position (β=4938, $p<.01$), and years of service (β=483, $p<.01$). In the State Colleges, the benefit of having an advanced degree was significant with 98% of the total effect of a doctorate and 95% of a masters unmediated by other factors. Faculty rank and tenure status were not significantly related to salary in the State College model. As with the University model, gender was not significantly related to rank, tenure, administrative positions, or to salary, but men were more likely to hold a doctoral degree than women (r=.28, $p<.01$).

To summarize, for both the State College and University faculty librarians, the main pipelines for higher salaries were achievement of an advanced degree and attainment of an administrative position. Faculty rank and tenure were of somewhat more importance to University librarians than to State College librarians, but had much less total effect on salaries than degrees and administrative status. The minor differences in the importance of faculty status variables in the two types of settings provide some support for the presence of market segmentation among academic libraries. Based on the path modeling of salaries, the underlying norms for compensation for general staff

librarians seem to be most dependent on credentials and years of experience. Administrative roles provide another avenue for advancement.

As with any statistical model, a number of caveats should be mentioned. In reviewing the component runs for this path model, key areas to note were the strength of the models overall, and the behavior of the error term (and resulting implications for parameter estimates). Given the heavy reliance of the model on dummy variables, there is some reason for concern over sensitivity of the parameter estimates and resulting error terms to even small changes in the model. The presence of a nonzero, nonconstant error term was detected utilizing chi-square tests of first and second movements for some regressions (see Table 4). As such, the model is best suited to evaluating the overall direction and relative strengths of relationships between the parameters, not to exact specification of parameter values.

Librarian Faculty Compared to Academic Faculty

Table 5 compares the average salaries of academic and librarian faculty for each rank. The source for the academic faculty was the AAUP study data (1991) collected in Fall, 1990. The salary differential between academic and librarian faculty at the same rank was substantial. In general, the differential was the higher for the Universities and lower for the State College institutions. For instance, an academic assistant professor earned 1% more in salary than a library assistant professor at the State Colleges, but 11% more at the Universities.

The salary differentials were even greater when the librarian salaries were converted from a 12 month to an academic year basis - to make them comparable to the academic faculty. For instance, an academic assistant professor earned an average of 19% more at the State Colleges and 27% more at the Universities than a librarian with similar faculty rank.

Perceptions of Librarians Regarding Academic and Librarian Faculty Status

The survey instrument also contained a section asking the responding librarians to comment on differences between academic faculty and librarian faculty at their institution. Regarding salary, seven of the eleven schools from the State Colleges reported that librarians earned less than academic faculty of similar rank. The opinion was mixed at the Universities, with two schools reporting salaries were lower, three were undecided, and two were uncertain.

TABLE 5. Mean Salaries of Academic and Librarian Faculty in 1991 by Type of Comparator and Rank

Type of Comparator	Academic Full Professor	Library Full Professor	Academic Assoc Professor	Library Assoc Professor	Academic Asst Professor	Library Asst Professor
State College	$48,846	$44,958	$39,677	$40,061	$33,200	$32,791
University	$58,208	$47,389	$43,277	$40,437	$36,192	$32,082
Salary Differential						
State College		$3,888		($385)		$409
University		$10,819		$2,840		$4,110
Converted to Academic Year						
State College	$48,846	$36,775	$39,677	$32,770	$33,200	$26,823
University	$58,208	$38,764	$43,277	$33,077	$36,192	$26,243
Differential after Conversion						
State College		$12,071		$6,907		$6,377
University		$19,444		$10,200		$9,949

Note: A factor of .818 was used to convert 12 month salaries into academic year salaries.

Most individuals at the State Colleges (8/10) reported no difference in the criteria for promotion and tenure between librarian and academic faculty, while nearly all those reporting for Universities (6/7) believed that criteria were different.

The criterion most often differing between academic and librarian faculty was teaching effectiveness. In many libraries, this criterion was translated into "librarianship" in the evaluation for promotion and tenure.

Only one institution reported that a formula was used to adjust salaries for the difference between the academic and calendar year contract. And, this formula was used only to accommodate the differences among librarians - not to compare to academic faculty.

POLICY IMPLICATIONS

Two key questions are raised by this study: 1) Does faculty status mean the same thing for academics and librarians? ; and 2) How should salaries for librarians be benchmarked?

Meaning of Faculty Status

The first question has no easy answer but can be viewed from both an idealistic and a data perspective. The idealistic intent in conferring faculty status must be assumed to be full extension of the status to fully qualified recipients. The status would hold the same obligations, responsibilities, and rights, and rewards for all encumbents. The encumbents would hold the same tokens of admission - in terms of credentials or achievements. In practice, however, there are many instances where status is extended without prevailing rights and rewards. One need only consider the literature on discrimination based on ethnic status, gender, or age to see this point. There are also cases in academia where status is extended to those not meeting normal standards for the status, for instance, honorific degrees or trial admissions.

Whatever the original intent in extending faculty status to librarians, there are clear differences in both the outward trappings of the status and in the entree characteristics with respect to librarians and academic faculty. Salary is lower for all but a few faculty librarians and work contracts longer compared to academic faculty. On entree, not all who exercise librarianship become "faculty" but almost by definition all those who teach at the appropriate level are "faculty" in some sense. (Or are aspirants to the role, such as graduate students.) It is true that there are many types of less fully endowed faculty - for instance, adjunct faculty, non-tenure track faculty, or unranked faculty - but these are

really not roles with permanence in the same sense that one can legitimately work a lifetime as a professional librarian without ever achieving a faculty status. The status is in some sense separate from the role of librarian, but not from the role of faculty.

On the side of similarity, progression in faculty roles for both academics and librarians is similar. Changes in rank and tenure come with years of service and signal changes in rewards or salaries. The review process is similar for promotion and tenure, with some differences in the actual criteria used in evaluation.

With regard to credentialing, both academic and librarian faculty generally hold the terminal degree in their respective fields. In the case of librarians, the degree is the M.L.S. However, as Schrag (1990) points out, the M.L.S. is a one year graduate program which many academic faculty consider more similar to a certificate program than to an academic masters degree. There are doctoral programs in library science, but holding a doctorate does not yet appear to be the standard for credentialing in the library field. Indeed, many of the librarians in the sample who held doctoral degrees held the Ph.D. rather than a D.L.S.

Another point of difference between academic and library disciplines is in the focus of the library profession on information as a generic concept. Academic faculty are focused on production of knowledge in formal disciplines (Schrag, 1990), while librarians often see themselves as in the business of providing "information" (Wilson, 1988). Undoubtedly, this focus on information does not help promote the academic legitimacy of librarians to mainstream academic faculty.

Academic faculty have well established norms and traditions for their status. Librarian faculty are situated in an evolving role by comparison. It is significant that organizations of librarians have been active in trying to formalize standards for faculty status within libraries. The membership of ACRL, for instance, adopted a set of standards for faculty status for college and university librarians in 1971. It may be that the definition of faculty status for librarians will become more standardized over time with such efforts. Yet, at the same time, hot debate continues within the profession over whether or not faculty status is a desirable or appropriate model. Buschman (1989) has pointed out the mounting frustration of faculty librarians with participation in academic governance as second class citizens, lack of release time for the research needed for advancement, and erosion of faculty benefits. According to one study (Krompart and DiFelice, 1987), librarians themselves were more likely to view themselves as comparable to professionals in areas such as academic computing, academic counseling, and development than to academic faculty. In recent years, at least two public institutions (the University of Utah

and the University of Houston) have dropped faculty status for librarians (English, 1983) and others have considered dropping or phasing out faculty status. Librarians at the University of Wisconsin, Madison have voted to move to nonfaculty status. Given the controversy in the library profession, it is by no means clear how the debate over faculty status will be resolved in the future.

Benchmarks for Librarian Salaries

Of more pressing concern is the practical matter of how to assess the adequacy of current library salaries, for purposes of setting salary goals or formulating positions in collective bargaining negotiations.

The most common approaches to setting salary goals are market and step systems. Market systems rely upon assessing the position of an individual's salary relative to that of others in similar positions and organizations. Step systems project salary requirements based on length of acceptable service within a position or class of positions. Salaries may be supplemented by cost of living increments, merit adjustments, or equity adjustments under either basic system.

With respect to librarians, benchmark data can be used either to establish market rates or to develop step systems. A few guidelines can be given about benchmarks based on interpretation of the results of this study:

1. Benchmarks should be based upon data specific to the type of institution at which the librarians are employed. Market segmentation by type of institution appears to operate for both library and academic faculty. Regional data alone are not accurate if a variety of institutions are included in the region.

2. Salary data used in benchmarking should go beyond the currently available national and regional data on administrative title, functional role area, and years of service for professional librarians. Institutional policies and goals need to be considered in specifying the data necessary for comparison.

3. Critical factors which should be considered in benchmarks include type of position, degree credentials, and years of service. For some types of academic institutions, faculty rank should also be considered. Most standard studies (for example, those from the ALA, ACRL, or ARL) do not include these factors in presentation of average salaries.

4. There is little empirical support in this study for benchmarking librarian faculty salaries to salaries of academic faculty at similar ranks. In fact, given the relative lack of differentiation among librarian salaries based upon specialty areas, it may be wise to treat all librarians as a member of one discipline. Then, salary benchmarking could proceed

in the same manner as for academic disciplines - biologists to biologists and librarians to librarians. However, the policies of one's institution should be followed in deciding whether it is appropriate to benchmark to academic or librarian faculty. In some institutions (especially those with long histories of collective bargaining), librarian salaries, by policy, are treated as equivalent to those of academic faculty.

5. Using other librarians, rather than academic faculty, as a point of reference in setting benchmarks removes the problem of differing contract years. The great majority of librarians, whether faculty or not, work on a 12 month basis. An alternative which might be considered in some cases is comparison to non-teaching faculty or professional staff whose contract basis is also on a 12 month basis. For instance, salaries of automation librarians might be benchmarked against salaries of computer professionals in positions requiring roughly the same level of experience and independent work.

CONCLUSIONS

This paper reviews the results of a study of librarian salaries at 27 institutions conducted in June, 1991. The main findings of the study were that higher librarian salaries were associated with completion of an advanced degree, attainment of an administrative position, and longer years of service. For librarians employed at University institutions, faculty rank was of more influence on salaries than for those working at the State Colleges. Faculty librarians earned significantly less that academic faculty at the same rank. Recommendations offered for benchmarking librarian salaries were to present comparisons for similar types of institutions, to include information on faculty attributes and credentials, and to treat most librarians as members of a single discipline. Comparisons can then be made to other librarians, not to academic faculty. In cases such as automation librarians, comparisons can be made to non-teaching faculty or professionals. Currently available national data on librarian salaries presented by professional associations were not adequate for use in benchmarking because they do not include information on prior education and faculty status.

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